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ABSTRACT

Education as a central theme of national and public concern has grown at an unprecedented rate over the past decade. After more than a decade of reform, children have become the poorest of all age groups within the U.S. economy. The issue of equity in education continues to be pitted against the issue of quality in education. This book contains articles that discuss the types of investments in education that society must make. Chapters in part 1 build a context for the study of schools in relation to communities. Following the introduction, the chapters include: (1) "Schools in the 'Community' and Urban Context: Incorporating Collaboration and Empowerment" (Bruce Anthony Jones); (2) "Commitment to Community" (Zakia McKinney); (3) "Creating Shared Visions: The Process of Community Deliberation" (Louis Castenell and Sally B. Kilgore); and (4) "Facilitating the Transition from School to Work" (John C. Weidman). Part 2 focuses on teacher, student, curriculum, and instructional needs. Chapters include: (5) "Incentives for Teachers: Mixing the Intrinsic with the Financial" (William A. Firestone); (6) "Teacher Burnout in the Face of Reform: Some Caveats in Breaking the Mold" (Anthony Gary Dworkin and Norris Lee Townsend); (7) "Today Kentucky, Tomorrow America? Linking the Foxfire Philosophy of Teaching to Contemporary American School Reform" (Alan J. De Young); and (8) "Edu-Culture: An Innovative Strategy for Promoting Identity and Scholarship in Young African-American Males" (Kenneth L. Chee). The third part addresses education-investment strategies as related to the issues of choice, school finance, and state reform. Chapters include: (9) "Choice and Urban School Reform" (Charles Glenn); (10) "The Reform That Wasn't: The Lighthouse Strategy of Local Control" (Maureen W. McClure); and (11) "Beyond Micromanagement, Beyond Deregulation: The State Role in Effective Education Reform" (Susan Perkins Weston). The final part contains chapters that analyze how and what must be invested in schools: (12) "The Age of Education Reform: Myth and Realities" (Marvin J. Berlowitz and Charles C. Jackson); and (13) "Education Reform and Policy Implications" (Kathryn M. Borman). References accompany each chapter. A subject and author index are included. (LMI)